

New Hampshire Special Education **On-site Evaluation Report**

SAU # 37 - Manchester
Mr. Normand Tanguay, Superintendent

Final Report

July 16, 1997

Evaluation Conducted on May 19-22, 1997

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(Commendations, Citations, and Suggestions for each school)

Note: It should be noted that suggestions are not considered corrective actions and therefore are given as technical assistance. The district is not mandated to implement them.

New Hampshire Special Education **On-site Evaluation Report**

SAU # 37 - Manchester

I. INTRODUCTION:

A New Hampshire Special Education On-Site Evaluation was conducted at SAU # 37 comprised of the following schools: Bakersville School, Beech Street School, Chandler School, Gossler Park School, Green Acres School, Hallsville School, Highland Goffes/Fall School, Jewett School, McDonough School, Northwest Elementary School, Parker Varney School, Smyth Road School, Webster School, Weston School, Wilson School, Hillside Junior High School, Parkside Junior High School, Southside Junior High School, Central High School, Memorial High School, West High School, and the Manchester School of Technology. The on-site team met on May 19-22, 1997 in order to review the status of special education services being provided to eligible students.

Activities related to this evaluation included the close review of all the teaching certifications of special education staff, analysis of SPEDIS data and random inspection of student records. Interviews were held with the Special Education Director, Assistant Director, Operations Coordinator, Out-of-District Monitor, building principals, regular and special education teachers and related service personnel, as time and availability permitted. Throughout the visit the team had full cooperation from the school personnel and this helpfulness was greatly appreciated.

The report, which you are about to read, represents the consensus of all the members of your on-site team. Please keep in mind that this is a "report for exception", meaning that only exceptions to the NH State Standards have been addressed. If a component is not mentioned, that does not mean that the team did not review it; it just means that there were no exceptions to the standards found in that particular area.

II. STATUS OF PREVIOUS ON-SITE: Conducted in November 1991

The visiting team was favorably impressed with the efforts that have been put forth by the staff and administration of SAU#37 to rectify the citations noted in the 1991 on-site report. It was the consensus of the team that there has been improved documentation of required paperwork and student records, for the most part, contained essential information as outlined in the NH Standards for the Education of Students with Disabilities. I.E.P.'s, as reviewed by the team, varied in quality and content depending upon the school and the individual who wrote them. The team also determined that there has been much improvement in documenting appropriate team membership at I.E.P., evaluation and placement team meetings, although in some situations it was not evident that an LEA representative was not always present and there was inconsistent representation from regular educators at the junior high and high school levels. The visiting team was pleased to note that all special education staff within the SAU have appropriate certification of general special education and most individuals hold categorical endorsements in other areas. The team agreed that there has been ample in-service training to familiarize staff and administrators in regards to policy, procedure and state special education regulations. This has resulted in improved consistency and adherence to requirements from referral to evaluation and placement of students with disabilities. There is no longer a central office district team that makes final decisions regarding placement for students with disabilities and the involvement of the

building team is clear and well defined, with active parental input.

Although significant progress has been made in addressing previous citations, the visiting team determined that there are still several areas that continue to warrant attention. As in the past, there remains a concern on the part of the on-site team that the least restrictive environment is not always available to disabled students. It is important to note that the team has seen progress in this area and recognizes that efforts are being made to house more of the special needs programs in neighborhood schools, yet this is not an issue that has been fully resolved. The visiting team strongly supports the initiatives of the district to provide services and programs in schools closest to students' homes and encourages the SAU to continue to move in this direction. It was also noted that admission and discharge criteria for self contained programs are still not clear to staff and as in the past, there is a need to clarify and define these policies more clearly. Closely related to this issue is the continued need to ensure that disabled students have the opportunity to interact with typical peers to the maximum extent appropriate and while the team agreed that progress has been made in this area, it is still an issue that has not been fully resolved.

Upon review of student's records, the team determined that there has been an improved effort to document consideration of extended school year programming for students with disabilities. It was the consensus of the team that while progress has been made, there was not always consistent evidence of team meetings with parental notification and involvement in decision making for determining eligibility for extended school year programming. For this reason, it was determined that this is a citation that is still in process of being addressed. The last two areas identified by the team as not yet fully resolved include: 1) policies regarding high school diplomas for disabled students and ensuring that these individuals have an equal opportunity to receive a high school diploma and 2) that special education evaluations be conducted within timelines as outlined in the NH State Standards.

In summary, SAU#37 has made significant gains in addressing the citations of the previous on-site report and they are commended for their efforts. It was the consensus of the visiting team that many areas of noncompliance have been resolved, while others are in process of being addressed. Much hard work has been put forth by the SAU to ensure that quality and degree of compliance found in each of the schools and the visiting team would like to recognize and praise staff and administration for corrective actions that have been taken to improve compliance documentation.

III. ISSUES OF SIGNIFICANCE:

In order to accomplish the many aspects of this on-site evaluation, the team members were assigned to schools in teams of two or three people. Each day the entire team met and discussed their findings in order to develop a system-wide profile and compliance review for the Manchester School District. The visiting team was favorably impressed with the district's special education staff; they were repeatedly described as committed, caring, well intentioned and of high caliber. It was evident to the visiting team that much effort has been put forth by all staff in the SAU to rectify citations from the previous on-site report and that there have been improvements in compliance documentation; yet upon visiting each of the schools in SAU# 37, there were some concerns raised. The team agreed that the Manchester School District needs to take a critical look at staffing patterns within special education programs, including the case management assigned to each of these individuals. The team observed a highly qualified dedicated special education staff who appear overworked with caseloads that, in some cases, can be considered unreasonable. This type of situation lends itself to staff burnout and could certainly have a negative impact upon student programming. Closely related to this issue is the need for additional services from

nurses in many of the schools. The visiting team observed students lined up in hallways to take medication, secretary's administering medication in the school office, and a nursing staff that have little or no time for consultation with teachers and paraprofessionals regarding students who are medically fragile or those who may have medical conditions that need monitoring. As part of the review of staffing patterns, it is also strongly suggested that the SAU look at the role and responsibilities of paraprofessionals as they work within each of the special education programs. Through interviews with staff it became clear that tutors did not always receive adequate supervision from special educators, they were sometimes responsible for planning and designing lessons and did not always have an adequate understanding of the children they were working with in regard to I.E.P.'s, student disabilities and carrying out programming. The second issue that surfaced is closely related to the above; the team raised concern regarding the need for more clerical assistance for special education staff and specialists in each building. There is no clerical support at the building level and special education staff are expected to organize and perform all clerical tasks related to their position. This includes, filing, typing, case management and organization of student records, scheduling of meetings and other paperwork associated with the special education process. It was clear to the visiting team that additional secretarial support is necessary for special educators in each building to complete copying, typing, filing etc. The team felt strongly that the time of the teaching staff should be dedicated to utilization of professional skills, not clerical tasks that could be easily accomplished through secretarial assistance.

Another concern raised by the team was that the least restrictive environment is not always available to disabled students. There needs to be continued focus upon provision of educational opportunities for disabled students with non-disabled peers; in some of the self-contained programs there continues to be very limited interaction of disabled children with typical peers. It appears that strong efforts are being made to relocate more of the self-contained programs to neighborhood schools and the visiting team strongly encourages and supports this initiative. As the SAU begins to look at service delivery within the special needs programs, the district might also want to look at the role of the special education teacher in light of utilization at the building level for all kids, rather than just servicing a small number of children in an isolated classroom setting.

As in the past, the team agreed that SAU #37 needs to develop a policy documenting that disabled students within the SAU have equal educational opportunities to all aspects of the high school curriculum and the opportunity to earn a high school diploma. In addition, it should be noted that the district needs to develop a written curriculum for those self-contained programs that are not a modification of the regular education curriculum. (i.e. The Young Adults Program, the special education content classes being taught at the high school level and elementary special needs programs). Continued efforts need to be directed toward curriculum development and the provision of adequate supplies, materials, equipment and technology to all of the special education programs in order to effectively implement I.E.P.'s and augment the textbooks and worksheets that are being utilized in these programs. Through staff interviews and classroom observations, the team determined that many programs do not have adequate supplies and materials and in some situations teachers are purchasing many of their own materials in order to carry out programming for students.

Another issue raised by the team and discussed in depth, was the need for clarity of "who" is responsible for students with disabilities. Conversations with staff and administrators reflect some division between regular and special education programming. The concept of "those" kids or "inclusion" kids were terms that were consistently heard; perhaps the district could be thinking more in terms of services for "all kids" with a clear interpretation of service delivery models. Some staff within the SAU express resistance to inclusionary practices and feel the need for more professional development opportunities. Depending upon the building, staff were sometimes unclear of "who" supervised the special education

programs; some staff articulated that certain programs within a school are supervised by building administrators, others on a citywide basis. The district might want to consider providing additional training for all staff in areas such as developmentally appropriate instruction, modifying/adapting curriculum, behavior management and opening up the lines of communication between regular and special educators.

In summary, the visiting team would like to applaud the staff and administration of the Manchester School District for their dedication and hard work and the degree of compliance found in each building. The team strongly suggests that the SAU now look to next steps and focus upon opening lines of communication between regular and special educators at the building level, between buildings and making connections at the central office level. The SAU needs to take a critical look at service delivery models within the district and begin to discuss and review how this is impacting student progress and achievement.

IV. COMMENDATIONS, CITATIONS AND SUGGESTIONS:

SAU WIDE

Name of Program(s) Visited: ALL

COMMENDATIONS:

- There is a clear understanding among staff of special education policy and procedure as outlined in a well written, comprehensive manual.
- Staff are open to professional growth opportunities
- The special education personnel at the SAU Office provide strong leadership and vision and are well respected by staff at the building level.
- The SAU is commended for efforts put forth to rectify citations noted in the previous on-site report.
- The SAU is commended for the provision of monthly special education information meetings, which are open to parents.
- The district plans for more clerical support at the building level for special education staff if fully endorsed and is supported by the visiting team.

CITATIONS: (in numerical order)

Ed # 1107.03 (i,j) Multidisciplinary Evaluation

Upon review of the SPEDIS printout dated May 16, 1997, there were a significant number of students identified as noncompliant due to out-dated evaluation data. This was also evidenced in student files throughout the SAU, as the on-site team found that evaluations were not being completed within timelines and that extensions were being signed on a regular basis.

Ed # 1119.08 Diplomas
CFR 300.304

The SAU needs to develop a policy that ensures all students have the opportunity to complete a course of studies leading to a high school diploma.

Ed # 1119.04 (a) Supplies and Materials
CFR 300.308

The visiting team determined that many staff and programs in SAU #37 do not have adequate supplies and materials for provision of special education programming as outlined in I.E.P.'s. Many staff purchase their own materials and supplies and items such as testing materials are not in sufficient supply. In some situations protocols are being copied, as there are no original forms available.

Ed # 1119.07 (a)
CFR 300.223

Qualifications of Service Providers

At the high school level, some special education teachers are providing instruction in the academic content areas and teaching courses where students are earning credit. Staff who are providing instruction in academic content areas must hold certification in those areas, or be provided with documented supervision and consultation on a regular basis from an individual who hold endorsement in those academic content area(s).

Ed # 1119.03 (a,c,d)
CFR 300.304, .305,
CFR 300.307, .322

Curricula

When the regular education curricula with modifications is inadequate to meet the needs of students with disabilities, special education curricula shall be developed. The I.E.P. cannot serve as the total curriculum for a student.

SUGGESTIONS:

- SAU # 37 needs to consider having principals and central office staff co-interview potential special education staff.
- Categorical special education teacher roles need to be examined in light of utilization at the building level for all kids, not just those children in the special education setting.
- “Cross-pollination” types of in-service training are strongly recommended on such topics as best practices, curriculum modifications, co-teaching, inclusionary practices etc.
- The SAU needs to take a look at caseload assignments to ensure equity.
- It is recommended that staff discuss and review existing service delivery models in each building and how this is impacting students who move from school to school within Manchester. Closely related to this is the need to ensure that there is some type of formalized “transition process” in place when students move to a new school or from grade level to grade level.
- It is strongly suggested that the special education administrators at the central office level have regular involvement in administrative team meetings (i.e. principals meetings) and not just for “special education” issues. In order to begin to link and connect regular and special education, it must start at the top; currently there appears to be little sense of teamwork.

SCHOOL: Chandler School

Program(s) Visited: SAU #37, Self contained - Preschool

**SPEDIS # OF FILES
REVIEWED:**

1) 565701

2) 561063

3) 565720

COMMENDATIONS:

- Programs at Chandler School are well supplied and well stocked with materials.
- There is great team structure and a strong sense of teamwork among the staff.
- There is an atmosphere of high quality in this early childhood setting.
- Parent volunteers are very involved in all aspects of programs.
- The staff at Chandler School is highly professional.
- The Administrator has shown high levels of leadership skills to move this program forward: increasing therapists in classroom, respect for parents that goes beyond just talk and encouraging professional development opportunities for staff.

CITATIONS:

Ed #1111.01 2 files: lacked documentation that E. S. Y. was considered by 4/30.

Ed #1119.06(b) The existing facility is not an approved site to meet sufficient size and space requirements for the preschool population housed at Chandler.

SUGGESTIONS:

- Facility issues need to be addressed. The Chandler School building is no longer an approved building. Need to continue good work and movement towards vision of early childhood center that will meet a variety of community needs.

SCHOOL: McDonough School

Program(s) Visited: SAU #37

SPEDIS # OF FILES

REVIEWED: 1) 542708 2) 562649 3) 534289

COMMENDATIONS:

- The principal and staff are commended to their commitment and dedication to provide quality education for all students at the McDonough School.
- The principal supports inclusion of all students with disabilities.
- Principal, Assistant Principal, Guidance and related staff work as an administrative team.
- The special education team meets on a weekly basis to proactively deal with referral, evaluation, I.E.P. and placement issues.
- Staff development is being developed on technology, responsive classroom.

CITATIONS:

<u>Ed #1115.06</u>	2 files: had no evidence of annual determination of least restrictive environment.
<u>Ed #1107.05(r)</u>	1 file: evaluation not completed within 45 days
<u>Ed #1109.01(c)</u>	1 file: extent of participation in regular classes not specified.
<u>Ed #1109.01(d)</u>	1 file: Expectations of regular class participation not described.
<u>Ed #1109.01(i)</u>	2 files: Short term objectives, evaluation criteria, procedures and schedules not clearly stated on I.E.P.
<u>34 C FR 3000.307</u>	3 files: no modification listed and no consistent grading of student participation in physical education.
<u>Ed # 1109.11</u>	3 files: monitoring of I.E.P.'s is not consistent. Objectives of I.E.P., progress reports, report cards and tracking of educational progress was unclear and measurement criteria was different between the I.E.P., progress reports and report cards.
<u>Ed #1111.01</u> <u>Ed #1109.03(a-d)</u> <u>Ed #1105.03</u>	3 files: Procedures for determining extended school year programming currently occurring without team meetings and with parents being denied participation in I.E.P. and placement team meetings.

SCHOOL: McDonough School, (Con't.)

Ed #1109.01(I) 1 file: I.E.P. objectives did not reflect current educational needs of student.

Ed #1109.01(j) 3 files: projected dates and duration of services not specified on I.E.P.

SUGGESTIONS:

- There is an important need for regular and special education staff to act collaboratively in conducting co-teaching, co-assessing and co-planning for the delivery of educational services.
- Curriculum and instructional modification, which support and facilitate inclusion of all students, should be a high priority.
- Hold regular staff meetings focused on all instructional areas including reading, language arts and hands on math. Reading in the content areas should be scheduled on a constant basis.
- The tracking and monitoring of educational progress and grading/reporting to parents is an area requiring much attention. (Work portfolios, authentic assessments that deal with the results of instruction should be given serious consideration.)
- Training for paraprofessionals on an ongoing basis by all service providers including related service personnel is critically needed at the school.
- Relocate special education classrooms nearer to the regular education classrooms to facilitate the natural environment of children from one setting to another.
- Every child placed in self contained programs should have a transition plan with specific benchmarks for returning to a less restrictive environment with the goal of returning to their regular class placements.

SCHOOL: Gossler Park

Program(s) Visited: L.D. Resource Room, Grade 4, Special Needs Program

SPEDIS # OF FILES

REVIEWED: 1) 555077 2) 525797 3) 539821

COMMENDATIONS:

- The principal at Gossler Park is conversant in special and general education and knowledgeable regarding curriculum revisions and professional development opportunities.
- Staff at Gossler Park are committed to students with disabilities.
- The student files were comprehensive and well organized.
- Parent interviewed during the process was pleased with services, especially being connected to area agency.

CITATIONS:

Ed #1109.01(s) 2 files: had no evidence on I.E.P. of projected dates and duration of services

Ed #1115.03(a) 1 file: had no evidence of LEA representative at placement meeting.

Ed #1107.06 1 file: missing current SEE/PT written survey form.

Ed #1109.04(a) 1 file: lacked evidence that parent received 10-day notice of I.E.P. meeting.

Ed #1107.06(c,3) 1 file: lacked evidence of LEA representative at SEE/PT team meeting.

SUGGESTIONS:

- All staff: Special and regular education, personnel, administration and related service personnel need to meet regularly to share expectations, visions, etc.

SCHOOL: Hallsville School

Program(s) Visited: Regular Education Classes, Resource Room

SPEDIS # OF FILES

REVIEWED: 1) 571189 2) 559363 3) 532495

COMMENDATIONS:

- Hallsville School has a community-oriented atmosphere and is a friendly school.
- Regular education teachers feel supported by special education staff.
- The principal is very invested in the special education process.
- The principal is committed to making the Hallsville School more inclusive.

CITATIONS:

Ed #1111.01 1 file: lacked evidence that extended school year had been considered by 4/30.

Ed #1107.06 1 file: lacked evidence that LEA representative was on the SEE/PT team.

Ed #1109.01(k) 1 file: lacked evidence of parties' statement assuming financial responsibility.

SUGGESTIONS:

- Support the goal of making Hallsville a more inclusive school.
- Special education files should be filed separately from cumulative files.
- Encourage more connection between the resource room and the classroom.
- Encourage more ownership of the I.E.P. on the part of the regular education teacher.

SCHOOL: Parker - Varney School

Program(s) Visited: Regular classroom, Resource room

SPEDIS # OF FILES

REVIEWED: 1) 560511 2) 559376 3) 553633
4) 559355

COMMENDATIONS:

- Parker-Varney is an inclusive school with a nice balance of services. Staff considers child's individual academic needs using both inclusion in class and pullout resource room.
- Teamwork among members of both special education and regular education staff is evident.
- The atmosphere is friendly and staff are accepting of all students.
- Staff encourage parent involvement in both curricula and extra-curricula activities and have a genuine interest in parent comments.
- The 5th and 6th grade program is all-inclusive and the LD specialist works within the classroom.
- Morning meetings promote inclusion and are a great school-wide practice.

CITATIONS:

Ed #1107.05(k) 1 file: evaluation not completed within timelines and no signed extension evident in file.

Ed #1107.07 (c) 3 files: there was no clear indication of the LEA representative at SEE/PT meeting.

Ed #1115.06 2 files: had no written statement documenting the least restrictive environment had been determined annually.

Ed #1109.04(a) 1 file: had no evidence that parent received 10-day notice of meeting.

SUGGESTIONS:

- LD specialist seemed overwhelmed with the number of evaluations that need to be completed; this infringes on the teaching time/contact time with students.

SCHOOL: Parker - Varney School, (Con't.)

- Continue to encourage the development of inclusionary strategies, reinstate the inclusionary team and provide in-service training and programs.
- Examine the role of the guidance counselor to determine if his services are being best utilized to meet the needs of students.

SCHOOL: Highland-Goffsfalls School

Program(s) Visited: Kindergarten, ESL Class, 2nd, 4th, and 5th Grades

SPEDIS # OF FILES

REVIEWED: 1) 539802 2) 557565 3) 573336
4) 553686

COMMENDATIONS:

- Teachers and staff are working together to support students needs.
- The principal is actively involved in the school activities.
- District is revising/updating curriculum including guidance curriculum.
- The atmosphere in the building is warm, friendly and caring.

CITATIONS:

Ed #1107.05(k) 2 files: evaluations had not been completed within limits.

Ed #1109.04(a) 1 file: I.E.P. lacked present levels of performance.

Ed #1115.03(b) 5 files: lacked evidence that the least restrictive environment had been determined annually.

Ed #1111.01 4 files: lacked evidence that extended school year had been considered.

SUGGESTIONS:

- The teachers and psychologists could use more secretarial support to assist with the paperwork.
- Updated testing materials are needed, including test protocols.
- The school has ample text book supply, but needs more hands on learning materials.
- Technology in the building needs to be upgraded.

SCHOOL: Henry Wilson School

Program(s) Visited: Resource room (Integration program), regular education classroom

SPEDIS # OF FILES

REVIEWED: 1) 559360 2) 550585 3) 535207
4) 548994 5) 553599

COMMENDATIONS:

- The staff are friendly, enthusiastic and cooperative.
- There was evidence of considerable collegiality and favorable support by the special education staff, support services and administration.
- The physical plant was well maintained and orderly.
- It appears that Title I supplies a large amount of educational materials and personnel.
- In spite of large caseloads, the special education staff are motivated to serve the diverse population.

CITATIONS:

Ed #1107.05(k) 1 file: lacked evidence that evaluation was completed within 45 days.

Ed. #1107.07(c)3 1 file: lacked evidence that LEA representative was on the SEE/PT team.

Ed. #1109.03(b)(1) 2 files: I.E.P. team lacked appropriate membership.

Ed. #1109.11 1 file: lacked evidence of regular/systematic monitoring of I.E.P.

SUGGESTIONS:

- An allotted budget for individual special education teachers and related service personnel is recommended.
- Provision of the opportunity for district LD specialists to meet on a regular basis might be useful.
- The district might consider an SAU wide transition team to assist with the considerable movement of students from one building to another.

SCHOOL: Henry Wilson School, (Con't.)
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- Provide LD specialists with classroom on the same floors as other classrooms.
- Consideration might be given to removing special education responsibilities from the school counselor role.
- An additional full day for the school psychologist is suggested.

SCHOOL: Webster Elementary School
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Program(s) Visited: EH Program

SPEDIS # OF FILES

REVIEWED: 1) 561524 2) 538088 3) 550590
4) 539789

COMMENDATIONS:

- Staff work hard to include disabled students with typical peers.
- Webster Elementary School has a friendly atmosphere.
- Teachers feel valued and supported by administration.
- Training and workshops are provided for the staff.
- The administration is pursuing computer technology for the school.
- The parent's involvement in many activities is encouraged.
- The administrator is actively involved with all aspects of programming.

CITATIONS:

Ed #1107.02(D) 2 files: no written disposition of the referral.

Ed. #1105.06 1 file: file did not reflect discussion of least restrictive environment.

Ed. #1107.05(k) 1 file: evaluation not completed within 45 days. No evidence of signed extension.

Ed. #1111.01 3 files: no evidence that extended school year program was being considered.

Ed. #1115.06 4 files: no written documentation that least restrictive environment was determined.

Ed. #1109.11 3 files: lacked annual documentation of regular and systematic monitoring of I.E.P. goals and objectives.

SUGGESTIONS: None.

SCHOOL: Beech Street School

Program(s) Visited: Integration program, Resource room

SPEDIS # OF FILES

<u>REVIEWED:</u>	1) 565700	2) 571187	3) 560480
	4) 557626	5) 556045	

COMMENDATIONS:

- Communication among all staff was evident.
- There is a supportive learning environment at Beech Street School.
- Staff has a good understanding of special education procedures.
- Files are well organized and contained all required information.
- Training and workshops are offered to all staff, including paraprofessionals.
- The administration is actively motivated in all aspects of the school.

CITATIONS:

Ed #1111.01 2 files: did not contain evidence that extended school year programming was considered.

Ed. #1109.03 1 file: listed positions of members of the I.E.P. team, but did not have members' names or roles on team.

Ed. #1107.07(c)3 1 file: lacked evidence that an LEA Representative was at the SEE/PT team determining disability. (*Student was enrolled at Northwest at the time of meeting)

SUGGESTIONS:

- Special education files are located within cumulative files in main office. The school may want to consider separating out the special education records.
- 4 out of 5 files contained extensions for testing, ranging from 30 to 75 days. The school needs to look at ways to complete evaluations in a more efficient way.
- The principal should include title (LEA representative) when signing documents.
- Location of LD resource room should be more centrally located.

SCHOOL: Smyth Road School

Program(s) Visited: Preschool

SPEDIS # OF FILES

REVIEWED: 1) 566915 2) 562625 3) 549051
 4) 571148

COMMENDATIONS:

- Staff appeared very positive despite reports of large caseloads and paperwork.
- Preschool program appears very strong.
- Regular and special education staff work cooperatively together to meet the needs of all students.

CITATIONS:

Ed #1123.04 1 file: file did not contain record of disclosure.

Ed. #1109.11 1 file: no record of monitoring of I.E.P. found.

SUGGESTIONS: None.

SCHOOL: Bakersville School

Program(s) Visited: EH Program, Special Needs, LD/Integration

SPEDIS # OF FILES

REVIEWED: 1) 521540 2) 539954 3) 541643

COMMENDATIONS:

- Student files were comprehensive and well organized.
- Regular education teachers seem positive about inclusionary practices.
- There is strong documentation of student progress.
- Staff are proud of students and their programs.
- Staff and administrators work well as a team and support one another.
- The EH program which integrates disabled students with typical peers is highly effective.

CITATIONS:

Ed #1111.01 1 file: no evidence that extended school year programming was considered.

SUGGESTIONS:

- Staff needs more protocols and testing materials.
- Principal needs an office with adequate space to meet with children and parents.

SCHOOL: Jewett School

Program(s) Visited: Grade 4 Classroom, Grade 6 Math, Grade 2 Classroom, Self-contained Resource Room.

**SPEDIS # OF FILES
REVIEWED:**

1) 555106

2) 540143

3) 555983

COMMENDATIONS:

- At Jewett School there is a sense of teamwork; staff compliments each other, interaction between administration, specialists and regular education is ongoing.
- Staff has high praise for principal. She is child centered and a team player.
- The school is very welcoming and accommodating.
- Staff and student interactions are positive.
- There is a high level of experience and training among staff.
- Staff are open to professional growth opportunities.

CITATIONS: None

SUGGESTIONS: None

SCHOOL: Northwest School

Program(s) Visited: Integrated Classrooms (Grades 1,3)

SPEDIS # OF FILES

REVIEWED: 1) 550658 2) 559396 3) 541710

COMMENDATIONS:

- Technology within the building enhances programming for students.
- “Breakfast club” programs for special needs students is to be commended.
- Staff are open, honest, cooperative and child centered.
- The atmosphere in the school is warm, caring and conducive to teaching and learning.
- Staff are skilled and very experienced.

CITATIONS:

Ed #1107.07© 3 files: LEA representative not present at SEE/PT meeting to determine disability.

Ed. #1107.05 1 file: Evaluation was not completed within 45 days; no extension was signed.

Ed. #1111.01 1 file: lacked evidence that extended school year programming had been considered.

SUGGESTIONS: None

SCHOOL: Green Acres School

Program(s) Visited: Regular Education and Special Education

SPEDIS # OF FILES

REVIEWED: 1) 539957 2) 519473 3) 555050

COMMENDATIONS:

- Staff are knowledgeable of the special education process and procedures.
- Staff work cooperatively as a team to meet the needs of all children.
- The building administration is supportive and involved.

CITATIONS: None

SUGGESTIONS: None.

SCHOOL: Weston School

Program(s) Visited: Grades 3rd, 5th and Kindergarten inclusion classrooms, Resource room

**SPEDIS # OF FILES
REVIEWED:**

1) 549005	2) 509653	3) 514968
4) 540738		

COMMENDATIONS:

- New principal and assistant principal is an asset to the school.
- Staff are caring, dedicated, knowledgeable and experienced.
- School has an inclusion program at all levels.
- They are positive about inclusion and its benefits to all students.
- There is strong parent involvement, PTA and volunteer programs.
- Breakfast club before school provides support to students.
- There is great parent and staff communication.

CITATIONS:

Ed #1107.05(a) 1 file: student identified as ADD-other health impaired; no documentation in file from physician.

Ed. #1107.07(c) 1 file: no teacher of certified disability at SEE/PT determining disability.

SUGGESTIONS:

- Special education staff needs time for meetings with tutors and each other and consultation time with regular education teachers.
- The administration may want to take a critical look at the ratio of disabled students placed in same classrooms. It appears that the population is not equally dispersed.

SCHOOL: Hillside Junior High School
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Program(s) Visited: TSN, Special Needs 6th, Grade 6 Regular Classroom

SPEDIS # OF FILES

REVIEWED: 1) 514939 2) 196964 3) 528856
4) 514980

COMMENDATIONS:

- Staff was very helpful to visiting team.
- Teaching of pre-vocational skills and school store is exemplary.
- Transitional special needs students are experiencing worthwhile school wide responsibilities.
- Teachers and staff assist each other with coverage so team meetings can occur.
- The weekly building level meeting between counselors, teachers, special educators and administration are commendable.
- There is a dedicated teaching staff at Hillside Jr. High School.

CITATIONS:

<u>Ed #1125.04</u>	1 file: lacked consent for recent testing.
<u>Ed. #1107.08(c)</u>	1 file: no observation for LD coding.
<u>Ed. #1125.03/.04</u>	1 file: written prior notice not found for current I.E.P. meeting of May 1997.
<u>Ed. #1115.06</u>	2 files: no documentation for annual determination of least restrictive environment.
<u>Ed. #1115.03:</u>	2 files: team membership not appropriate.
<u>Ed. #1109.01(f)</u>	1 file: provision for transportation not present in file.
<u>Ed. #1109.03(a-d)</u>	1 file: no evidence that LEA representative or classroom teacher was present at I.E.P. meeting.

SCHOOL: Hillside Junior High School, (Con't.)
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Ed. #1109.01(I) 3 files: specific mastery criteria not found. Progress notes incomplete and placed in file at end of year. There was no evidence of measurable growth.

Ed. #1109.03 Self-contained special needs/prevocational program has no written curriculum.

SUGGESTIONS: None.

SCHOOL: Parkside Jr. High School

Program(s) Visited: Special needs classroom (self contained), General Education

SPEDIS # OF FILES

REVIEWED: 1) 521426 2) 555070 3) 1335420

COMMENDATIONS:

- All personnel were very cooperative, friendly and went out of their way to accommodate the visiting team.
- All staff display a good attitude and are dedicated despite being overloaded with large caseload.
- I.E.P.'s were easy to read and comprehensive.
- Many classes are heterogeneously grouped.
- Special Education teachers meet monthly with students as part of evaluation process.

CITATIONS:

Ed #1107.07(c) 3 files: LEA representative signature not indicated.

Ed. #1107.08 (a) 1 file: no regular education teacher at meeting.

Ed. #1115.03 3 files: no regular education teacher(s) at placement meeting.

Ed. #1111.01 1 file: extended school year programming was not considered prior to 4/30.

Ed. #1109.05(b-1) 1 file: counseling was indicated as a related service 1 time per week for this student, no evidence that it is being provided.

Ed. #11150.06 1 file: no evidence that the least restrictive environment had been determined annually.

Ed. #1109.01(g) 1 file: I.E.P. lacked dates and duration of services.

Ed. #1109.01(h) 1 file: lacked length of school year.

SUGGESTIONS: None

SCHOOL: Southside Jr. High School
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Program(s) Visited:

EH Integrated, EH Self-contained, Special needs self-contained, LD self-contained

SPEDIS # OF FILES**REVIEWED:**

1) 529134

2) 529121

3) 527212

4) 525799

COMMENDATIONS:

- Staff appears friendly, competent and supportive. During the onsite visit, they were readily available and knowledgeable of students and services.
- School environment is orderly, clean and neat with displays of students art work.
- Student files were well organized and contained most all-necessary information.

CITATIONS:

Ed #1107.03

Ed. #1107.08

1 file: staff member's report indicates, the student had been "grandfathered in" despite a lack of testing demonstrating a specific learning disability.

Ed. #1123.14

1 file: had no record of disclosure.

Ed.#1115.06

1 file: lacked written documentation that the team considered the least restrictive environment annually.

SUGGESTIONS:

- It is suggested that the guidance counselor have a room large enough for group therapy.
- There is a great need to supply staff with updated and sufficient materials. (i.e.: Paper, pencils and chalk).
- More collaboration between regular and special education staff is needed. There have been improvements, but there is still evidence of some resistance by the regular education staff.
- Consider the integration of special needs and LD students as opposed to self-contained programs. (LD Integration teacher has 70 students with 2 assistants. There is a concern among staff members that there is insufficient staff for the future population of LD students.

SCHOOL: Memorial High School

Program(s) Visited: Special Needs, Young Adults, Elementary Disabled, Deaf and Hard of Hearing, Learning Disabilities

SPEDIS # OF FILES

REVIEWED: 1) 514943 2) 193078 3) 195826
4) 514848

COMMENDATIONS:

- Staff feels supported by the principal.
- Memorial High School is commended for it's EH program and it's participation in "Project Renew" a grant from the NH Institute on Emotional Disabilities.
- School-to-Careers program in Manchester contains representation from special education on the team; they are very much part of the planning.
- There is a global feeling of positive rapport and collaboration between special education and regular education.
- Regular education teachers are invited to I.E.P. meetings and will often provide written input for the team if unavailable to attend.
- Special education paperwork compliance is generally very good.

CITATIONS:

Ed #1119.03 1 file: Curricula - there is no written curricula for self contained special education courses (i.e. special needs, deaf and hard of hearing program).

Ed #1107.08(c) 3 files: lacked documentation that a regular education teacher was a member of
Ed #1107.07 the SEE/PT team. It was also noted during staff interviews that regular education teachers do not attend I.E.P. meetings due to conflicts with scheduling.

Ed #1115.06 Least Restrictive Environment - for students enrolled in special needs program there are few provisions for integration with typical peers or placement in regular education setting with modifications.

SCHOOL: Memorial High School

SUGGESTIONS:

- Consider strategies to include regular education content teachers input in the special education curricula. (i.e. include special education teachers in department meetings, critique of curriculum by content teachers, hold curriculum development meetings each semester, schedule “shared preparation time” on a monthly basis).
- It is suggested that Memorial High School special education staff from all programs meet and plan how to implement services when block scheduling is implemented.

SCHOOL: West High School

Program(s) Visited: Resource Rooms, EH Classroom, Regular Education Science classes

SPEDIS # OF FILES

REVIEWED: 1) 531350 2) 537229 3) 191510

COMMENDATIONS:

- The special education teachers are commended for their proactive efforts in ensuring that each student receives a productive and successful secondary education.
- The Assistant Principal responsible for special education provides quality administrative support for students with disabilities. She has excellent collaboration and team skills, is student centered and is receptive to providing alternative educational modification and instructional strategies.
- The Guidance Department is supportive of programs and services for disabled students and is an active partner in the development and provision of educational services. The Alternative Learning for freshman (ALF) Program is an example of an effective alternative for students at risk.
- The “Bridges Grant” created an opportunity for the special education team and the Team #9 to collaborate and work together on common educational services.
- The building level team facilitated by the assistant principal and including the entire guidance department, school nurse, special education staff, school psychologist and the reading specialist/classroom teacher as it’s core team members, meets on a weekly basis with the responsibility of reviewing all students in need. This team functions exceptionally well and effectively and provides a support system centered on the students at West High.

CITATIONS:

- Ed #1119.06 1 file: Facilities - The space currently utilized by the school psychologist for the provision of psycho-educational and counseling services is dirty and cluttered with old equipment, paint, tables and cardboard boxes. The space needs to be cleaned, painted and furnished to provide a positive environment for the psychologist to provide services.
- Ed #1111.01 3 files: the team found that the process used for extended school year decisions occurs without team meetings and parent participation.
- Ed. #1109.01(q) 1 file: projected dates and duration of services was not on the I.E.P.
- Ed. #1109.01(I) 1 file: Evaluation criteria for short-term objectives was unclear or not clearly specified.

SCHOOL: West High School (cont.)

SUGGESTIONS:

- A building level coordinator for special education is critically needed at West High School; staff report that West High School is the only Junior/Senior High School in the city without a coordinator. Employment of a coordinator would free the teachers from administrative tasks and provide more time for working directly with students.
- An additional special education teacher is needed to meet student needs as the population continues to increase. Teachers are now working at maximum capacity.
- Technology equipment and instructional software continues to need to be updated and expanded; old equipment has limited practical use should be replaced on a regular basis.
- Curriculum in resource rooms for each area, particularly Core classes needs to be developed
- Provide more manipulatives, hands on materials and resources to teachers.
- The EH class needs to be more specific to needs of EH students; teaching socialization, organization, not just academics. More materials are required here as well.

SCHOOL: Central High School

Program(s) Visited: Special Needs, EH, Regular Education (inclusive)

SPEDIS # OF FILES

<u>REVIEWED:</u>	1) 190124	2) 555141	3) 479847
	4) 556022	5) 525696	6) 549047

COMMENDATIONS:

- The school is committed to full inclusion and has no self-contained programs.
- Building contact person, Diane Spaulding, was extremely helpful and facilitated efficient scheduling, interviews and record reviews.
- Records and documentation were easily accessible, generally immaculate and filed chronologically.
- Regular educators are familiar with special education programming and willing to participate in the process as their schedule permits.
- Staff has a very positive approach to the program and to each other; great teamwork!

CITATIONS:

<u>Ed. #1107.05(k)</u>	1 file: psychological evaluation completed 2 months prior to signed consent forms.
<u>Ed. #1107.03(a)</u>	2 files: unable to determine appropriate evaluation team composition; staff did not identify role on team.
<u>Ed. #1109.01(l-n)</u>	2 files: missing transition planning or evidence of any meetings.
<u>Ed. #1109.01(e)</u>	3 files: missing vocational component on I.E.P. when enrolled in vocational classes.
<u>Ed. #1109.03(c)</u>	2 files: missing documentation or evidence of support people being invited to meetings for input.
<u>Ed. #1109.04(a)(d)</u>	2 files: no documentation of written prior notice to parents.
<u>Ed. #1109.01(c)</u>	1 file: does not specify amount of time in regular classes.
<u>Ed. #1109.01(n)</u>	2 files: I.E.P. filed without parent signatures, but are included on the meeting rooster form.

SCHOOL: Central High School (cont.)
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Ed. #1113.01(-03) 2 files: missing vocational assessments but specified on I.E.P. that they were needed.

Ed. #1125.04 1 file: written prior notice was missing date.

SUGGESTIONS:

- Make sure that all services and codes are correctly entered on ASP, including such items as sex and SPEDIS # and placement.
- Dates and signatures should be on all formal documentation.
- Transition planning is essential for all high school students and required for those that are 16+ years old.
- I.E.P.'s may want to reflect more specific goals and objectives, especially hands on and transitional planning.
- Need formal procedure/policy or mechanism for transition to high school from 8th grade.
- Technology needs to be updated for students to be able to compete with the mainstream, (i.e. Apple IIe updated, Mac's and IBM's in resource room and special education accessible).
- An administrative assistant is needed at building level to help ease the paperwork and help coordinate meetings and phone contacts.
- A direct building level phone line is needed for special education personnel.
- Need an evaluation team to take the pressure off case manager and other direct service providers.
- Improve communication between regular education and special education. Tools that can be utilized include e-mail, database access and informal meetings.

SCHOOL: Manchester School of Technology
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Program(s) Visited:

Health Sciences: ChildCare, CORE: Woods (carpentry), CORE: Foods (culinary arts), all other Vocational program areas.

SPEDIS # OF FILES**REVIEWED:**

1) 526259	2) 197814	3) 525680
4) 511735	5) 202093	

COMMENDATIONS:

- Staff are willing to participate in the special education processes and are very experienced, care about the students, and hold many certifications.
- Staff are knowledgeable of program modifications and able to meet the needs of most students.
- There are a wide variety of student programs available at the Manchester School of Technology.
- Excellent life skills model that truly emulates real job/company situations (build homes, sheds, daycare center, e.g.:
 - 1) Job behavior assessment by teacher and student
 - 2) Time cards
 - 3) Immediate feedback
 - 4) Students have real skills upon completion: culinary arts, auto-body, c carpentry or cosmetology.
 - 5) Hands on activities with academic skills needed: 20% classroom, 80% lab. Repetition = success.
- Students who seem to have difficulties in their home schools do well at this school.
- Many modifications that are needed to be made in Regular Education are part of the natural teaching process in vocational education.
- Supportive services are helpful to regular education teachers.
- The principal of Manchester School of Technology is very supportive.
- Block scheduling has been used for years and has been very successful.
- CORE programs allow students to show success in an area. They also have the opportunity to “try-out” other program areas for a 3 week period of time, and then, if appropriate, can decide if they want to go to that area next year.

CITATIONS:**Ed #1119.07**

1 file: I.E.P. called for 1 hour per week. A certified educator, not a counselor, was providing this service.

SCHOOL: Manchester School of Technology (cont.)
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SUGGESTIONS:

- There is a lack of information in student files (assessments, background information, and strategies). More attention needs to be given to this matter.
- Some teachers feel the need for improved communication from sending schools.
- Clarification needs to be provided regarding participation for coded students in the Pass Program. Some staff report that disabled students must deny special education services in order to be admitted a pass.

SCHOOL: Out-of-District files

Program(s) Visited:**SPEDIS # OF FILES****REVIEWED:**

1) 545832

2) 182410

3) 193094

COMMENDATIONS:

- Despite an extremely high case load, the out of district coordinator does a good job maintaining student records, tracking programs and communicating with staff in out of district placements.
- Out-of-district coordinator tries hard to monitor/track court involved students, although this is not always possible due to the lack of communication between DCYF and the court system.

CITATIONS:Ed #1109.11

1 file: lacked evidence of systemic monitoring of student progress on I.E.P. goals and objectives.

Ed. #1111.09

1 file: lacked documentation that the extended school year programming had been considered by 4/30.

Ed. #1102.35

1 file: lacked a complete transition plan as outlined in state standards.

Ed. #1107.03(l)

1 file: current data was not current.

Ed. #1107.05(k)

1 file: permission to evaluate was on file, but process had not been completed within 45 days and no extension was signed.

Ed. #1107.06

1file: written evaluation summary report not current.

SUGGESTIONS:

- The existing caseload that the out of district coordinator has is unmanageable. Due to the large number of court involved students, the task of tracking students and adhering to timelines is an impossible task. The SAU might want to take a critical look at this issue and bring more support to this position.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #37- (Manchester)

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

<p style="text-align: center;">ADDENDUM JAMES O. MONITORING PROGRAM</p>

SAU #37 - (Manchester)

SPEDIS # OF FILES
REVIEWED:

1) 194407

COMMENDATIONS:

- The out of district coordinator has been actively involved in the student's educational program.
- The district has made strong efforts to work cooperatively with those involved with the child.

CITATIONS:

Ed #1109.04

file had evidence that parent was notified of I.E.P. meeting, but no evidence of parental attendance or participation in the development of the document.

SUGGESTIONS:

- The district might want to begin to ask private facilities for copies of student schedules to document and support provision of services listed in the I.E.P.